



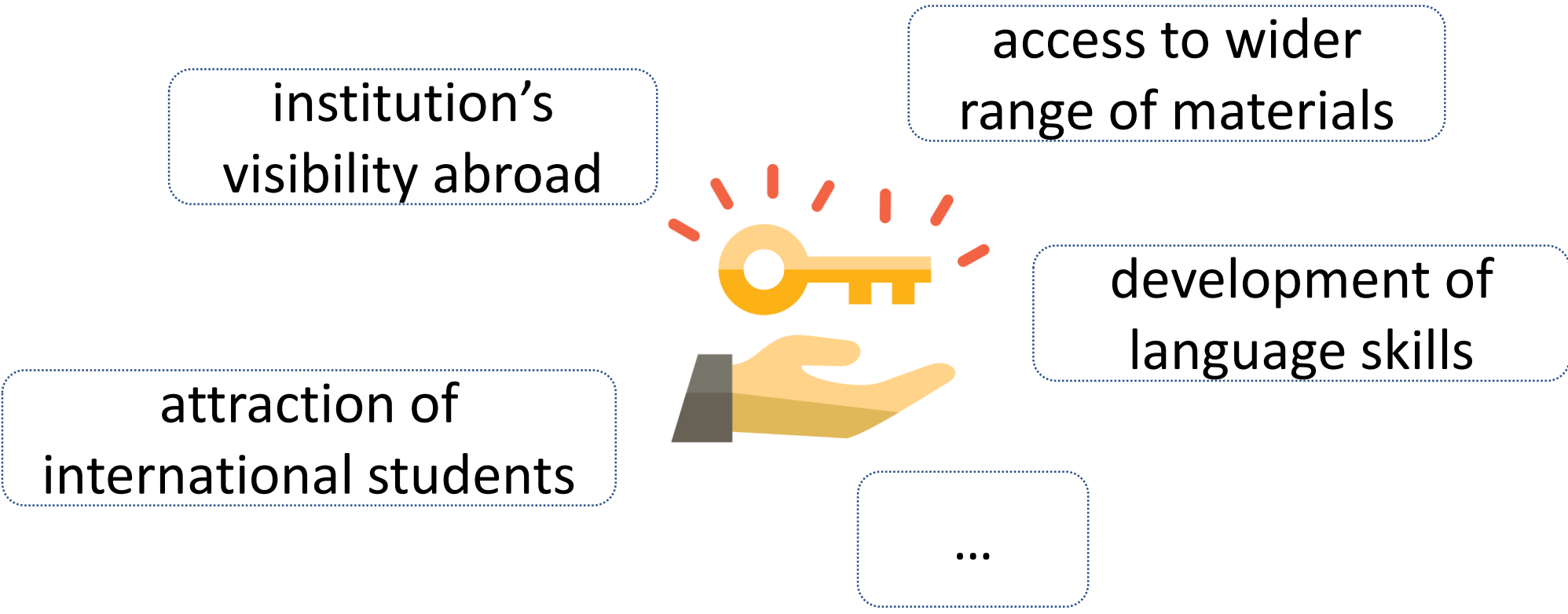
Monolingual vs. multilingual university degrees:

An investigation of students' socio-economic and language profiles

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INTRODUCTION

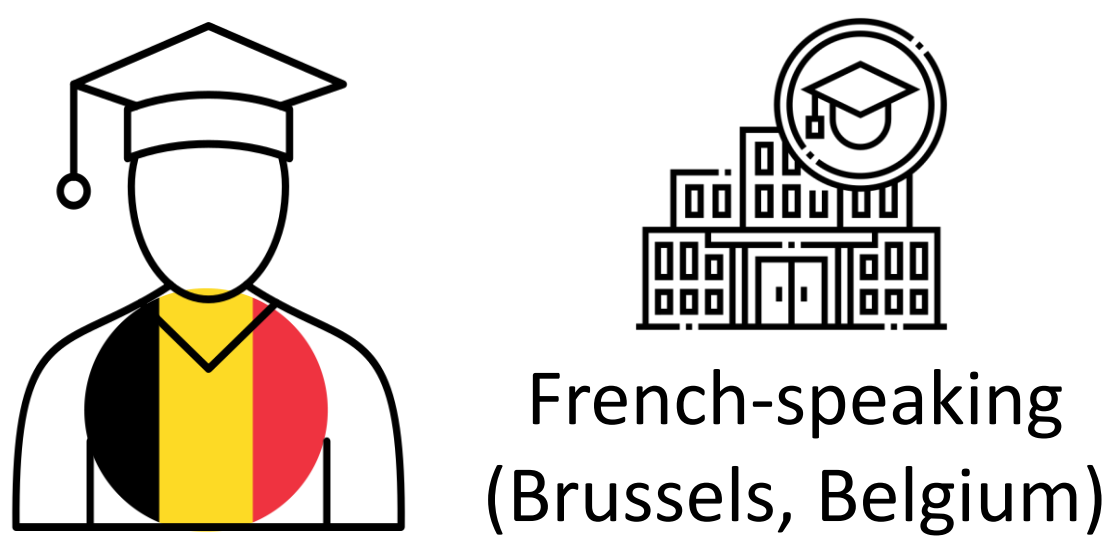
- English Medium Instruction (EMI)^[1] programmes for higher education exist worldwide



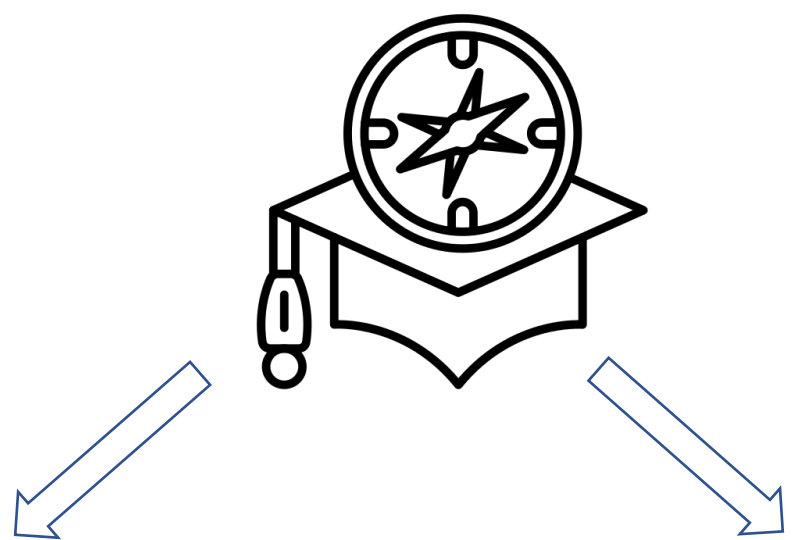
...but in Belgium, there also exist Dutch Medium Instruction (DMI) programmes

FOR WHOM?

RESEARCH QUESTIONS



French-speaking (Brussels, Belgium)



MONOLINGUAL
in French

MULTILINGUAL
(a) with DMI
(French + Dutch (+ English))
(b) with EMI
(French + English)

RQ1: SOCIO-ECONOMIC (SES) PROFILE

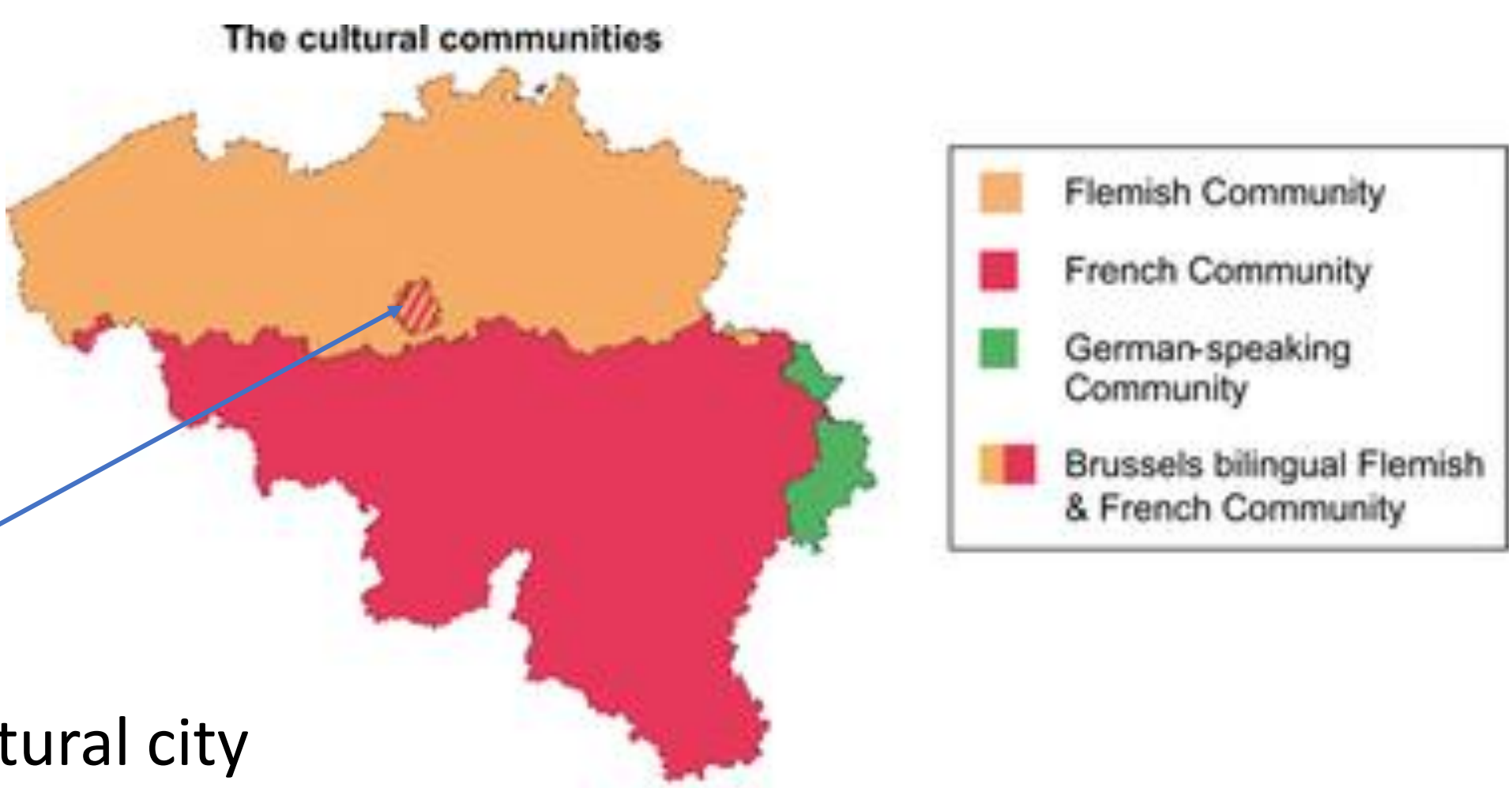
RQ2: LANGUAGE PROFILE

RQ3: DECISIVE FACTORS

METHODS

- Where?** French-speaking Université Saint-Louis (Brussels, Belgium)
 - Multilingual BA degrees for more than 30 years
- What?** Quantitative methodology; online questionnaire
- Who?** 706 BA students in law, political sciences, and economics and management

Belgium counts three official languages

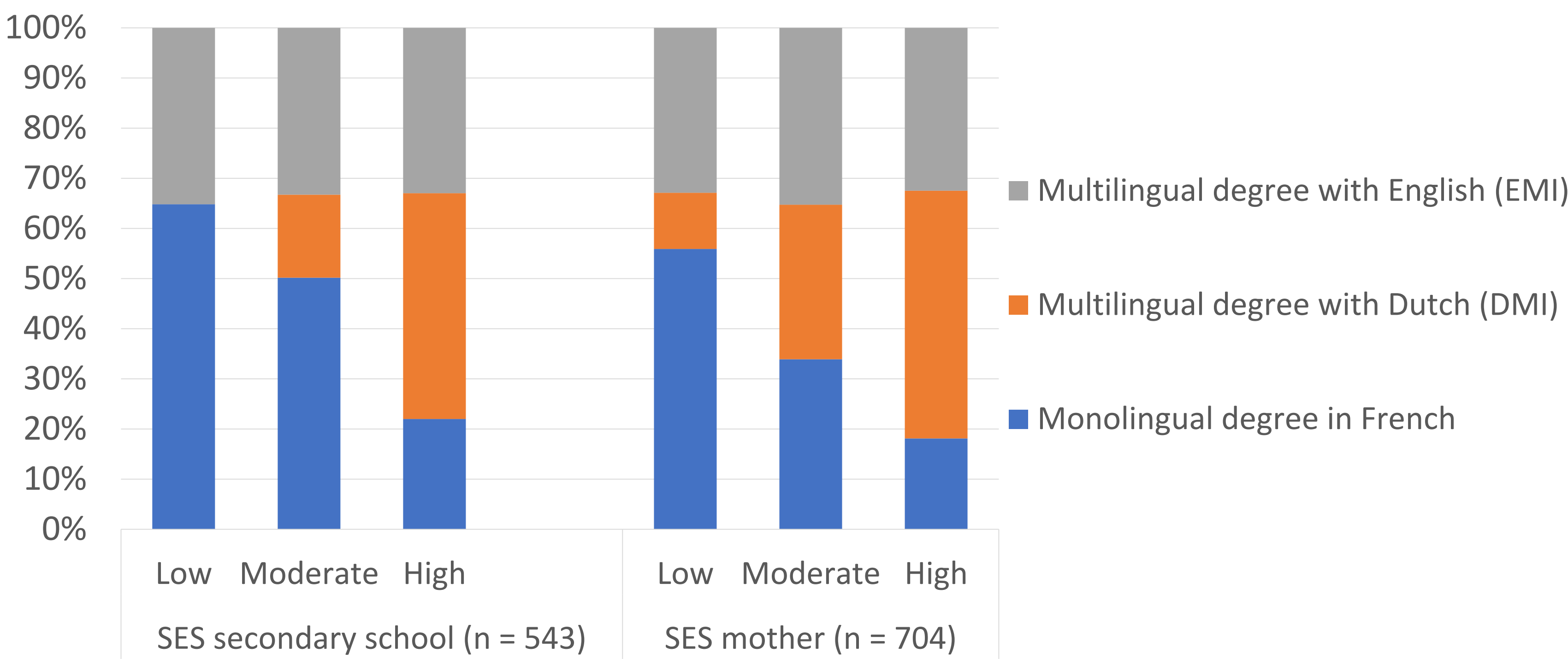


Brussels

- Multicultural city
- With two official languages
- 81,0% of the population speaks French^[2]
- 22,3% of the population speaks Dutch/Flemish

RESULTS

RQ1: SOCIO-ECONOMIC PROFILE



RQ2: LANGUAGE PROFILE

		MONOLINGUAL (n = 293) % (n)	MULTILINGUAL with DMI (n = 140) % (n)	MULTILINGUAL with EMI (n = 273) % (n)
Family language education	Unilingual	71,7% (210)	78,6% (110)	70% (191)
	Multilingual	28,3% (83)	21,4% (30)	30% (82)
Graduation from a	Belgian French-speaking school	44,3% (267)	16,4% (99)	39,3% (237)
	Belgian Dutch-speaking school	9,8% (4)	87,8% (36)	2,4% (1)
	European, international or foreign school in Belgium	6,7% (1)	6,7% (1)	86,7% (13)
Main language of instruction in secondary school	French	43,5% (282)	15,9% (103)	40,7% (264)
	Dutch	14,0% (6)	83,7% (36)	2,3% (1)
	English	25% (1)	25% (1)	50% (2)
CLIL education in	Dutch	27,4% (31)	51,3% (58)	21,2% (24)
	English	6,0% (3)	24,0% (12)	70,0% (35)
Five or more class hours per week in	Dutch	22,2% (12)	55,6% (30)	22,2% (12)
	English	14,5% (8)	23,6% (13)	61,8% (34)
Extracurricular activity for at least one year before entering university	in Dutch	55,9% (161)	91,4% (128)	59,9% (163)
	in English	39,2% (251)	20,8% (133)	40,0% (256)
Regular interactions outside university classes with	Dutch native speakers	34,8% (31)	50,6% (45)	14,6% (13)
	English native speakers	24,4% (55)	19,1% (43)	56,4% (127)

RQ3: DECISIVE FACTORS

Variables in the multinomial logistic regressions	DMI ($p < 0.05$) > MONOLINGUAL	EMI ($p < 0.05$) > MONOLINGUAL
1. High SES mother	✓	✓
2. Female student		✓
3. Lower self-reported French proficiency	✓	
4. Immersion education	✓	
Variables in the binary logistic regressions	DMI ($p < 0.05$) > MONOLINGUAL and EMI	EMI ($p < 0.05$) > MONOLINGUAL and DMI
1. High SES mother	✓	✓
2. Female student	✓	✓
3. More than 5 hours of Dutch/English classes in the last year of secondary school	✓	✓
4. Extracurricular activity in Dutch/English for at least one year before entering university	✓	✓

KEY FINDINGS

- ❖ Students with a **higher SES** and a **higher language proficiency** generally enrol in **multilingual degrees**
- ❖ Multilingual higher education is closely linked with **SES and language access inequity**

➡ Need for **language support** to promote the accessibility to multilingual higher education degrees

[1] Macaro, E. (2018). *English Medium Instruction*. Oxford University Press.

[2] BRIO. (2024). Taalbarometer vijf: Factsheet.